

MONAVIEW ELEMENTARY

1006 West Parker Road
Greenville, SC 29617

GRADES K-5 Elementary School

ENROLLMENT 408 Students

PRINCIPAL Stephanie Price 864-294-4363

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	56	31	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

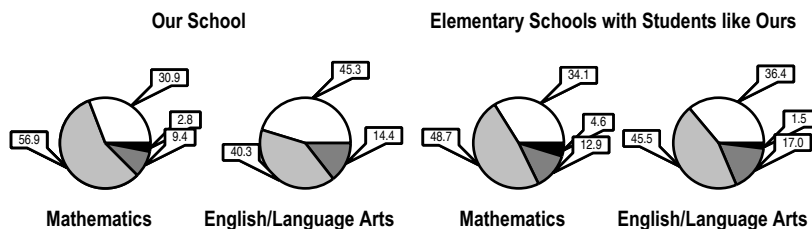
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	53	39
Percent satisfied with learning environment	63.3%	78.4%	80.6%
Percent satisfied with social and physical environment	53.3%	80.0%	80.0%
Percent satisfied with home-school relations	10.0%	88.2%	86.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	224	99.6	45.3	40.3	14.4	N/A	14.4	17.6
Gender								
Male	120	99.2	55.3	36.2	8.5	N/A	8.5	17.6
Female	104	100.0	34.5	44.8	20.7	N/A	20.7	17.6
Racial/Ethnic Group								
White	107	100.0	36.1	45.4	18.6	N/A	18.6	17.6
African-American	96	99.0	58.8	32.4	8.8	N/A	8.8	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	17	100.0	41.7	41.7	16.7	N/A	16.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	152	100.0	37.7	43.8	18.5	N/A	18.5	17.6
Disabled	72	98.6	64.7	31.4	3.9	N/A	3.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	224	99.6	45.3	40.3	14.4	N/A	14.4	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	221	99.5	45.3	40.8	14.0	N/A	14.0	17.6
Socio-Economic Status								
Subsidized meals	188	99.5	46.2	39.3	14.5	N/A	14.5	17.6
Full-pay meals	36	100.0	40.0	45.7	14.3	N/A	14.3	17.6

Mathematics								
All students	224	99.6	30.9	56.9	9.4	2.8	12.2	15.5
Gender								
Male	120	99.2	36.2	57.4	4.3	2.1	6.4	15.5
Female	104	100.0	25.3	56.3	14.9	3.4	18.4	15.5
Racial/Ethnic Group								
White	107	99.1	28.1	53.1	13.5	5.2	18.8	15.5
African-American	96	100.0	40.6	56.5	2.9	N/A	2.9	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	17	100.0	8.3	75.0	16.7	N/A	16.7	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	152	100.0	23.8	60.8	12.3	3.1	15.4	15.5
Disabled	72	98.6	49.0	47.1	2.0	2.0	3.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	224	99.6	30.9	56.9	9.4	2.8	12.2	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	221	99.5	30.7	57.5	8.9	2.8	11.7	15.5
Socio-Economic Status								
Subsidized meals	188	99.5	30.3	58.6	9.0	2.1	11.0	15.5
Full-pay meals	36	100.0	34.3	48.6	11.4	5.7	17.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	67	N/A	46.2	36.9	16.9	N/A	16.9
	Grade 4	64	N/A	38.1	47.6	12.7	1.6	14.3
	Grade 5	59	N/A	43.1	44.8	12.1	N/A	12.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	44.8	31.0	24.1	N/A	24.1
	Grade 4	82	98.8	46.2	43.1	10.8	N/A	10.8
	Grade 5	70	100.0	44.8	46.6	8.6	N/A	8.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	67	N/A	36.9	56.9	6.2	N/A	6.2
	Grade 4	64	N/A	33.3	42.9	17.5	6.3	23.8
	Grade 5	59	N/A	56.9	36.2	5.2	1.7	6.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	98.6	35.1	52.6	10.5	1.8	12.3
	Grade 4	82	100.0	34.8	56.1	6.1	3.0	9.1
	Grade 5	70	100.0	22.4	62.1	12.1	3.4	15.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 408)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.1%	Up from 1.8%	3.5%	2.4%
Attendance rate	96.5%	Up from 96.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.8%	Up from 3.3%	6.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.9%	Up from 10.8%	8.5%	8.0%
Older than usual for grade	2.0%	Down from 2.1%	2.7%	1.1%
Suspended or expelled	1.7%	Down from 3.2%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	30.8%	Down from 36.1%	46.5%	50.0%
Continuing contract teachers	61.5%	Down from 80.6%	81.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.0%	Up from 69.8%	82.5%	86.2%
Teacher attendance rate	96.7%	Down from 99.0%	94.3%	95.3%
Average teacher salary	\$36,013	Down 3.1%	\$39,095	\$39,909
Prof. development days/teacher	7.5 days	Down from 8.5 days	13.5 days	11.4 days

School				
Principal's years at school	2.5	Up from 1.5	3.0	4.0
Student-teacher ratio	14.1 to 1	Down from 16.0 to 1	17.3 to 1	18.9 to 1
Prime instructional time	92.2%	Down from 93.4%	87.9%	89.7%
Dollars spent per pupil*	\$6,304	Down 0.3%	\$6,191	\$5,892
Percent spent on teacher salaries*	64.1%	No change	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Established in 1955, Monaview Elementary School's campus encompasses 18 acres with over 40 classrooms, full gymnasium with locker room and showers, art room with kiln, complete music room, state of the art computer lab and two cafeterias (one with a fully equipped stage). 445 students attend Monaview Elementary (with 73% receiving free and reduced lunch and a minority population of 42%). Monaview Elementary has a school wide Title One program. Families from this community have been affected by changing industry, unemployment, inadequate medical care, poor housing conditions, and limited education. Due to the economic hardship of the community, many students face additional social challenges. To assist with the needs of the community, Monaview's staff includes a full-time nurse, social worker, and guidance counselor.

The faculty and staff of Monaview Elementary are committed to implementing the goals of the School District of Greenville County's Education Plan through a rigorous and challenging curriculum. Teachers have received extensive training in Organizational Tools, Focused Learning Strategies, MultiSensory Approaches to Reading, and Writing Processes. The computer lab provides opportunities for all students to participate in the Compass Learning program. As part of our Title One plan, Monaview Elementary offers before- and after-school tutoring and a Summer Academic Program. The School Improvement Council (SIC) meets regularly to discuss student, community, and staff issues, as well as monitoring the Title One and School Improvement Plans.

The administration and staff creatively and consciously adjust teaching methods to meet the changing needs of our students. Curriculum Specialists from the South Carolina Department of Education further enhance teaching strategies of each grade level. With support from the School District of Greenville County, the Upstate HUB for Math and Science, the faculty will continue to implement evening performance and demonstration programs and summer camp for third, fourth, and fifth grade students. Furman University students combined with local volunteers and the Monaview family strive to inspire all Monaview Elementary students to be the best they can be.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.